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ABSTRACT

The three papers in this report address the need for the inclusion of a business component in the foreign language curriculum, discussing instructional materials, teaching methods, and course design for the different levels of instruction from elementary school through college. The introductory paper, "The Business Component and FLS" by Louise R. Witherell emphasizes three points: (1) the integration of the business component with the cultural component, (2) where to find the appropriate materials, and (3) how much of these materials should be taught at each level. The second paper, "The Business Component: Emphasis on French" by Brian J. Tarro, argues that the training of career oriented, linguistically and culturally competent foreign language and business majors should be given the highest priority in our schools, citing inadequate foreign language preparation as one of the major reasons for the steady decline in America's percentage of total international trade. The third paper, "The Business Component: Emphasis on Spanish" by Raquel Kersten, focuses on the description of instructional materials, teaching methods, and classroom activities for different levels of language teaching. (MES)

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THE BUSINESS COMPONENT : PRACTICAL APPROACHES FOR HIGH SCHOOL AND UNIVERSITY.

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University of Wisconsin-Green Bay

1. The Business Component and FLS (Louise R. Witherell)

2. The Business Component: Emphasis on French (Brian J. Tarro)

3. The Business Component: Emphasis on Spanish (Raquel Kersten)

Papers presented at the Central States Conference on the Teaching of Foreign Languages, Omaha, Nebraska, April 9-11, 1981

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THE BUSINESS COMPONENT AND FLS

--This article and the two that follow were part of a presentation made at the Central States Conference on the Teaching of FLs at Omaha, Nebraska, April 1981.

Louise R. Witherell, UW-Green Bay

What about the business component in our teaching of foreign languages at all levels -- from elementary schools through the university?

Of course, much has always been asked of foreign language teachers. We must teach the four basic skills -- and teach them well! -- to students of all different capabilities and motivations. We must teach both high and low cultures of the target country or countries. Are we supposed to include business matters somewhere too? In a word, yes.

Insofar as the business world is a part of the real life of any culture, we are certainly remiss if we ignore it. And in light of recent cries of alarm -- not the least of which was the report of the President's Commission -- about the inadequacies of Americans as they attempt to operate in realms of international business, we must admit that there is a real practical need for such a component among the matters which we teach. We would not suggest for a moment throwing out other valuable materials: we would only plead that we make a little more room in the curriculum for this equally valuable bit of subject matter, the so-called business component.

You may well ask with what kind of authority a literary scholar talks about teaching business components. It so happens that, when I was a beginning language student years ago in a high school in Ohio, I was lucky enough to have French and Spanish teachers who taught under the influence of DeSauzé -- and who included business practices of the other cultures among the matters which they taught. The Spanish teacher even taught a course in Business Spanish at the nearby university. As an undergraduate student at that university, I studied Business French, Business Spanish -- and even Business English. In more recent years, I have taught a course of my own in Business French. During last summer's trip to Paris, I spent part of my research time examining the hundreds of texts available within France for the teaching of various business procedures. At least, I have not just jumped on the latest bandwagon. And my colleagues here today, Raquel Kersten and Brian Tarro, also have long experience in this field, either actively in the business world and/or teaching the subject. All three of us have, of course, followed with great interest the increasing number of lectures and articles on the subject of the teaching of foreign languages as a necessary tool for those who will work in the business world. Who can forget the dramatic presentation by Barbara Rolland at the 1974 Central States Conference which later became the article "Careers for our Foreign Language Graduates" in Careers, Communication and Culture, edited by Frank Grittner? Or the impact of the presentation at the same conference by the American businessman Felix Toussaint? ADFL's Bulletin has published many articles relating to this subject, especially from 1973 on, and the pamphlet created by ADFL's Richard Brod and Lucille Honig, Foreign Languages and Careers, in 1974 became the base from which every discussion since must start. Other helpful materials can also be found in various recent issues of the Foreign Language Annals, the Modern Language Journal, and regional conference reports.[1]

But to get to business, as it were: let us try to define what is meant by the "business component" in our classes in the 1980's. It is not merely business letter writing, although that is an important item, to be sure. The business component implies that we will try to impart the general atmosphere of the business world in our target countries as well as the specific details of how business is conducted there. This further implies a special initial and all-pervasive emphasis on cultural sensitivity, creating an awareness that will help avoid inadvertently offensive behavior or communication. For such an achievement we must create from the beginning a solid base of realistic knowledge about the other country and its cultural values. Geography, history -- especially as it relates to industrial development and unionization --, current economics, as well as up-to-date business practices and their reflection of correct behavior according to the accepted etiquette of the target country or countries will form the gridwork upon which we should build and elaborate.

As we begin to implement the inclusion of a business component, into our curricula, there are two main questions which face us: 1) where do we find appropriate materials to use? 2) how much of these materials shall we teach at each level?

I shall address the question of materials only in a general way. My colleagues will be much more specific about materials and methods in regard to their own languages.

Special business-oriented texts can be found for the high school level and above, to be used as supplements to standard teaching materials and texts. Some of these are published in the United States; some are available from the target countries. Although you may well opt for the United States publications as more useful in a United States classroom, I would recommend having several primary sources, as well as business dictionaries, on your own reference shelf. Perhaps the use of a special text at the high school level will be limited to more advanced students, those who already have good control of the language and the culture. At the university level, these texts may well form the backbone of a separate business course. They can often be supplemented by business tapes and films from the target country.

On the other hand, you may not feel that in a certain class -- or at a certain level -- you can devote enough time to warrant the use of a specific text. Fortunately, many of our recent basic texts with their multiplicity of views may either present you with some business materials or at least with an excuse to elaborate on business-oriented subjects. There are some mini-units and unipacs which have already been created relating to this subject and which are available.[2] Or you can create such a unit yourself -- to your own measure -- either for the class as a whole, or for individual study. In any case, you might also look for games relating to business or money -- or perhaps something as available as a version of Monopoly -- developed in the target country to be used in your classes. And you will doubtless find use for real business letters which you have acquired, real bills which may have been presented to you on your travels, real ads and articles from recent newspapers and magazines. The pack-rat's habits continue to be of use to those of us in the foreign language area even when we deal with the business component.

Most of what has been said so far would seem to apply to high school level classes. What about FLES? Surely we can lay some groundwork for the business component there too. For example, how about a unit on occupations when you

present the family? Mothers and fathers in all cultures work. All over the world the percentage of women working outside of the home has increased dramatically in recent years. To be able to name several different occupations should not be a burdensome addition to vocabulary acquisition at the FLES level. And if we can present these to the students through culturally accurate pictures or settings, we will have made a very good beginning. The game of going to the store could be useful as well -- buying and selling, not with American patterns, but according to practices in the target culture. You may also find some commercially created games from the target country aimed at young children and dealing with the world of business.

At the university level, of course, we should use the most complete approach possible. After all, these are the majority of students who may soon be putting their foreign language to use in the business world. Besides weaving the business component into beginning language classes whenever possible, we can be certain that it is included to some degree in composition and conversation classes. Letter writing skills, in particular, can begin to be developed there. Classes in civilization and culture should have a large dose of awareness of the business climate and of industrial development in the broadest sense in the other culture, along with the essential presentation of general cultural values.

Even literature classes will include some business components which can be emphasized: themes of money, materialism and communal efforts such as unionism arise more often than not. The specialized business language class at the university level, of course, should try to have it all: some business history, geography (used for location of industries, urban developments, etc.), some economics, proper business practices (traditions, forms, procedures), and some investigation of how men and women may rise to positions of leadership in that other business world. Here several texts may be necessary in order to cover the range of materials desired. In addition to the obvious texts -- office procedures, economics, geographies, dictionaries for specialized vocabularies and abbreviations -- I would also suggest a current book of etiquette published in the target country. Etiquette books, even though aimed at the general public, could help many a business person avoid making social errors!

In conclusion, let me urge you to work or to continue to work on your business components -- the subject is fascinating and can be of great benefit both to you and to your students.

Footnotes

1 There are many general sources about careers in foreign countries, in businesses dealing with the international scene, in the foreign service, etc. Some are available from the government printing office, some from professional publications of various sorts. Perhaps closest to our specific topic are:

Arnold, Don W., Robert L. Morgenroth, and William M. Morgenroth. "A Survey of FL Use in Business and of Trends in FL Education in Illinois." ADFL Bulletin, November, 1975, 27-33.

Brod, Richard and Lucille Honig. "Foreign Languages and Careers." The Modern Language Journal, April, 1974, 157-185. (Also published separately by MLA.)

Huberman, Giselle and Vadun Medish. "Foreign Languages in Mass Communications Media." ADFL Bulletin, November, 1973, 37-39.

Morton, Jacqueline. "Suggestions for the Organization of a Course in Commercial French." The French Review, February, 1978, 398-406.

Wiley, Marion E. and James C. Davidheiser. "Interim Measures . . . Flexible Programs . . . ." ADFL Bulletin, May, 1978, 33-40.

2 Several useful units can be supplied in French, Spanish and German -- generally obtainable from your state's department of public instruction and/or your state's foreign language specialist. They may not be labeled specifically as "business" units. Look for letter writing, telephone practices, advertisements, etc.

THE BUSINESS COMPONENT: EMPHASIS ON FRENCH

--Brian J. Tarro, Carroll College

In the 1920's Calvin Coolidge once said the business of America was business; in the 1950's, Charles Wilson, former chairman of General Motors and then Secretary of Defense under President Eisenhower stated that what's good for the U.S. is good for General Motors and vice versa. I will not quote statistics which demonstrate our dependence domestically on international trade for promoting our own prosperity. Yet today with over 10,000 American firms classed as multinational (doing business in more than one country) and with over 1000 of the largest American firms as true multinationals, foreign language proficiency in the American/International business world is woefully inadequate. In Marianne Inman's article, "Foreign Languages and the U.S. Multinational Corporation", (Modern Language Journal, Spring, 1980), she reveals after sound statistical study that American business does not set a high priority on the hiring of overseas personnel in either upper or lower echelon positions with solid FL backgrounds. Nevertheless inadequate preparation in FL is also cited as one of the major reasons for rapid personnel turnover abroad, for loss of profits from abroad, and for losing out on contracts to competitors. This lack of training is one of the important reasons for slow but steady decline in America's percentage of total international trade. We must ask ourselves whether we can continue to require trade negotiations and social contacts to be held in American English just because now we hold the edge in a typical market----for example, computers. We have already lost our edge in steel, automobiles, color televisions, etc. Are we, too, to become a raw materials supplier only?

The ascendance of other nations, particularly Japan, is due in great part to their ability to negotiate and socialize in the language of the trading partner. Brazil has been inundated by Japanese who use fluent Portuguese and who can move in Brazilian society effectively.

The problem is at least two-fold in nature. One side is the cultural myopia of America and American businesses. The other side is the one we, as teachers, are most directly connected with: training students of foreign language who will be competent in both language and business on a worldwide basis. The multinationals based in America regard FL study as an ancillary skill. This is a very correct approach; technical expertise in the products or services being bought or sold is of the utmost importance. We are dealing here with the degree of importance to be placed on FLs as a secondary priority. We all know that Berlitz blitzes do not prepare for much more than ordering an egg and finding the bathroom. Sadly, most firms which offer or purchase services for language learning and cultural orientation spend a maximum of 100 hours on it, barely one academic year. And any special cultural awareness training, or learning of a specialized vocabulary for the industry or product is even less thoroughly prepared for.

The entire foreign language curriculum from FLES through the university level should therefore be so organized from the beginning to help form competent, liberally educated students in business. The bulk of all individuals find their employment in business or business related fields. We must begin by vigorously promoting the totality of the cultural experience of France and French, of

Germany and German, of all the Spanish cultures and Spanish, etc. We must include graded doses of geography, economics, sociology, etc. FLs for business as a course or series of courses at the university level is only the very end result of the clusters of general studies which should be integrated into all levels of the curriculum. Above all, culture, both high and popular, must be constantly emphasized. We must forever return to the traditions, habits, customs, mores, styles, manners, etc.--whatever is necessary to help our students think in the language and also think like natives.

Where do we begin? First we begin by making ourselves more competent and knowledgeable in these areas of culture, history, sociology, geography, etc. for the language in question.

Take a look at the blank map of France you have before you. This map with its quote by Descartes was taken from Points de Vue, by Campagna and Grundlehner, recently published by Holt, Rinehart and Winston. Can you look at this blank map and name the major cities of France? The major ports, rivers, neighbors, mountain ranges, industrial areas, agricultural areas? The answer to these questions begin to form a solid factual understanding of France. A question I often give to my students is a relatively simple one. Can you name the members of the Common Market and its official title in English and French?

As a practical beginning to the business component element in the curriculum, I believe the FLES and junior high classes should emphasize activities about the ordinary kinds of commerce which go on everyday in all of our lives. For example, the buying and selling of food, clothes, tickets, etc. Or visits to the PTT, banks, the train station, etc. Use available materials on careers: You be the postman and I'll be the concierge. Even beginning classes at the university level could take this practical career/business approach to many activities. Much later can we introduce Jeanne d'Arc et Compagnie!

As learning levels in the language progress in complexity, the accompanying career/business/culture activities should also progress in depth and breadth. For example, have the students order from a French or French-Canadian catalogue. (See Scanlan, T.M., "Mail-order Catalogues" in the French Review, December, 1978). With the traditional use of the penpal, have the students ask for ads of sales, prices of articles, types of allowances, etc. A good small unit of work might be devoted to the procedure of getting a driver's license. A very important factor of culture and business is manners and etiquette. Good taste, correctness in correspondence, behavior at social affairs, etc. (See Lalande, John, "The Quasi-business letter", Modern Language Journal, vol. 63, 1979). There exist in French excellent, small, simple texts on savoir-vivre and savoir-faire. Have the students write up their own party invitations, wedding announcements, confirmation announcements, petites annonces, etc. Thus we will be gradually building into our program good concepts of etiquette, and acceptable social behavior which are important prerequisites to good business relations, career advancement, and savoir-faire for the liberally educated adult.

On the more advanced levels, I would include a much modern sociology, social history, political réalités and economic concerns as you can make them accept. What do the French think about unemployment? What kind of taxes do they pay? What is the T.V.A.? Interwoven into all of the details of these

and other related subjects are the constants of French national character which need comprehension. These aspects of character must be elucidated without prejudice by the teacher so that we teach the basics of understanding, tolerance, acceptance. For the teacher of French in particular, we have a real, perceived problem with the unwillingness of the native French in France who refuse to speak English to Americans with the speed and swiftness with which other nationalities accommodate the American monolingual.

French national character is made up of many and varied subtle elements; yet, it is more intimately bound up with concepts of language as an abstract external reality. This is a difficult concept for those of us whose native language is English. Language and its manifestations in writing, speaking, etc. in the French-speaking world is treated with a far greater concern for perfection than language in the English-speaking world. Recall the intellectual cultural mindset instilled in the French by their educational system. This system as a concomitant to intellectual excellence teaches them to be judgmental. The French native speaker then learns to judge and, hélas, he learns he is judged. Since very few remain consistently at the top of the class, they learn to be judged as having failed. This type of judgment creates individual resistance to judgment: the famous "mais...." Yet it nevertheless reinforces at the same time the same tendency to judge others. Therefore the native judges the poor or non-existent French of the American, congratulates himself on his own superior French, fears he would be judged badly if he tried his own, often halting, English, and thus refuses to speak English. He wins half of the game he has been pre-conditioned by his own circumstances to play. Now you may have your own valid objections to this game; but if you are trying to sell peanuts or jelly beans to this type of individual, you want him to be comfortable, to be happy, and to buy. As an astute business man, you therefore speak to him in good French, and converse knowledgeably about the pertinent social, economic, and cultural topics which interest him. It is not a question of caving into superiority or of selling one's cultural soul. Eat the pâté and love the escargots, and later go back to Kentucky for the fried chicken. It is effective salesmanship. 75 million people hold French as their mother tongue and 125 million more as their first second language.

After this digression on French character, I want to reiterate the need to emphasize materials and activities of a solid cultural nature to the intermediate and advanced levels. Cultural units on food, la mode, wine, cars, perfumes, etc. can be vital. In turn we can begin to integrate notions of import/export taxes, quotas, GNP, customs duties, money transfers, etc. We do not live in isolation and the classroom should seriously concern itself with the realities of the world. We need not spend a whole week making crêpes just to make French fun. The classroom should not be filled with hypnotic/t.v. type amusements which make it a closed unit of fantasy. Readings from current French newspapers and magazines, e.g., Le Monde, L'Express, Le Point, Le Canard enchaîné, etc. should curb this tendency to make the classroom an isolated haven. We have an obligation to help our students face the realities of the world in career choice and personal development.

Of course, serious cross-cultural studies between French (or any target language) and American points of view presuppose a knowledge by the teacher and the student of American society. We do need to teach basic information. From

a basis in American facts, we can go on to compare. A good example is the high emphasis in the French world which is placed on history? Why the obsession with the hexagon? How and why did De Gaulle twice save France? Take, for example, the teaching of prepositions with countries, cities, and provinces. If a student doesn't know where or what Cairo is, then he has to be taught, after which he can make the transference to Le Caire. We need to pack in as much culture as we can. I repeat we need to build competencies into our students so they can think in French and like the French. May I state here I do not believe in skimming grammar. The subjunctive is as important to the understanding of the French as the popularity of the Eiffel Tower. Language is culture; it is the signs, signals, codes and conventions which have been transformed by and transform the mindset of a people as it evolves through time and space.

I envision the business component in the early levels of K-12 curriculum for FLs to be introduced formally as a very small element imbedded in the rest of the material. Then factors of career, culture, international studies, etc. can be overlaid to increase the breadth and depth of knowledge. If a student of French then continues the study later at the university level and he has already received competent instruction on all the basics, then he may opt to take a business minor/or major along with a French minor or major. Then if there is an opportunity he may choose to take one or more courses in Business French specifically to coordinate the two areas of study. At the university level it is very difficult to prepare good introductions to Business and the target language because we are forced to go back and fill in the lack of good general culture. Excessive compartmentalization of high school courses seems to cause the students to have a poor aptitude for the transference of knowledge from one area to another. Is this a history class? (in French for Business) Do we have to know geography? Realpolitik in all classrooms is a must.

A one or two semester college offering in French for Business can go several ways. One major area can be the cultural phenomena essential to good business practices with the French-speaking world. Geography, social history, savoir-faire, etiquette. Or one can emphasize marketing, publicity, public relations, commercial correspondence. These last areas are exactly the ones which Inman in her article discovered most Americans are hired to do by the American multinationals. We come full circle; marketing, writing, PR and publicity are essentially communication skills. And French then is vital to such skills in trading with French partners! I am not saying that we as FL teachers should try to become teachers of business, economics, etc. We need to have close cooperation with those departments on our campuses. They will be impressed with FL teachers who are not floating on some "vocationally useless tack" in their course offerings. Above all, I believe marketing, commercial correspondence, and international finance are the three specific business areas which should take priority. Highly technical language training is not yet for the college classroom.

To recap, then, we can help correct the myopia of the American business world by producing competent FL/business majors. We must give them solid background training in international studies, business concepts, and career opportunities from the FLES through junior high and high school levels. The liberally, humanistically educated student at college graduation then will be a valuable asset to the business community. He will have gained a breadth and depth of knowledge from the study of a FL. American business has not vigorously sought out personnel with great language expertise because it can't be found. When people are available with solid business backgrounds, they will be snapped up.

Such a potential pool of competent business personnel with well-grounded FL skills will thus aid our need to become more successful in the multinational trade competition. We are now resting on the withered laurels of the past. Our system is based on capitalistic competition; let's compete more vigorously with well-educated business/FL majors who can think in the language and think like our trading partners on a realistic basis. The business of America is now international business. The business of American FL educators is therefore the formation of liberally educated bilingual business people.

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THE BUSINESS COMPONENT: EMPHASIS ON SPANISH

--Raquel Kersten, UW-Green Bay

Source of Materials:

My presentation will address itself to the teaching of the Business Component in language classes, the primary objectives of which are to teach the four skills of the language, rather than to courses devoted solely to Commercial Spanish. In her introductory remarks, Professor Witherell has pointed out that the main issues in teaching a Business component in our regular language classes are twofold: first, one has to know where to find appropriate materials and, second, one has to decide how much of these materials to teach and at what level they are to be taught.

With regard to the first issue, where to find appropriate materials, I have compiled a basic bibliography, a copy of which I have handed to you. During the course of my remarks I will mention some of the books cited in the bibliography as I integrate them into my comments on how much to teach at what level.

But first there is another aspect of Professor Witherell's introduction that I want to incorporate in this presentation because I consider it of utmost importance to the teaching of the Business Component in any language. I am referring to Professor Witherell's comments about the Business Component representing the teaching of Business aspects that go beyond the writing of business letters. Together with teaching about the Business world one has to teach the students about the geography and the culture of the people that speak the target language in order to "avoid inadvertently offensive communication".

Geography is a very important component of any class, but it is especially critical in the case of Spanish, a language that is spoken by so many people in our hemisphere. When teaching culture I always try to make sure that the students know the location of the different Spanish speaking countries in Latin America. I have developed a drill on geography that, although short, helps the students remember where the different countries that we call Latin America are located. I usually do this drill during the first week of classes. I have given you copies of the different maps that I use in this drill. I give the students one map at a time. I begin by giving a map of South America with the names of the countries left out, and the students have several minutes to try to locate as many countries as they can. We go over the different names orally, those who know the geography can tell which country is "a", "b", and so forth. This gives me the opportunity to take stock of the awareness of the class and to appreciate the preparation of the students. After the oral part of the drill is over I give them a copy of the map with the names of the countries so that they can keep it as a point of reference. We then repeat the same steps with the maps of Central America and the Caribbean area. It is my experience that the students enjoy this type of exercise and that they do become aware of the vastness of the territory and the variety of countries whose official language is Spanish.

Parallel to this drill in geography, I give the students a short quiz on culture. It could be called a pre-test on Latin American culture. Inevitably, the students come to our classes with many pre-conceived ideas about the people that speak Spanish. A short quiz on the stereotypes of the TRUE and FALSE variety is fun and can be very useful in diminishing some of the cultural generalizations that

we tend to do. I have given you a sample of a cultural quiz with questions that might seem unrelated to the Commercial world, but that are, in effect, very important to prepare our students to avoid offensive communication. I think that doing this quiz together will exemplify what I mean. Please say aloud whether you think that the statements that I am going to read are true or false.

I hope that there isn't much disagreement among us regarding the importance of both the geographical and cultural introduction to the teaching of the Business Component.

How much at what level:

Turning now to the issue of how much material shall we teach at what level, I will start with some suggestions about FLES and Junior High School and then I will move on to the other levels of language teaching.

At the FLES and Junior High School levels I have two sets of suggestions that could be complementary but that do not necessarily have to relate to one another. In the first place, I want to discuss the materials in English that provide the students with information about the geography, the culture, the commercial and industrial aspects of the Spanish speaking countries. A publication such as the ones in the series Latin America Today published by Milliken Publishing Company can be very useful for this purpose. These books consist of a collection of dittos that can be duplicated for classroom use. These dittos include information about products such as Sisal Hemp in Yucatan (p. 19), about the Banana Plantations in Central America (pp. 20-21), about the oil industry in Venezuela (p. 4) and other products in Venezuela (p. 5) or about Colombia (p. 8) and Bolivia (p. 26). These materials could be integrated into the regular grammar and vocabulary class. But if the teacher prefers to do the Business Component in Spanish only, the best idea will be to develop his or her own materials from some of the sources that I have listed in the bibliography. There just are not too many materials for the Business Component at this level other than games such as Monopoly in Spanish or clippings from the Spanish speaking newspapers. As I said, creating one's own materials might be the best approach. I will mention as an example the Unipac that a student of mine did last summer in a workshop that I directed. The title of the Unipac is En la ciudad, and the theme is a shopping trip to a Spanish city. Among the objectives of this Unipac we have the following: a) to learn Spanish vocabulary for businesses in a city by learning to associate the similarity between the names of the stores, the product sold in it and the specialized name of the storekeeper or manager according to the item that represents the business. For instance, pan-bread; panadero-baker; panadería-bakery; zapato-shoe; zapatero-shoe salesman; zapatería-shoe store and so forth. This exercise will also teach the student to associate the similar stems of the words relating the different business to the item being sold and to the person in charge of the business, and also the typical endings of each group. It thus becomes a valuable morphological exercise besides being part of the Business Component. One added objective of this Unipac is to teach the student about the business practices of the Spanish speaking world in which usually each store specializes in one type of product. As I said before the two different kinds of drills do not conflict with each other. The Milliken book and the Unipac present two different aspects of the business world and teaching both aspects could be very useful.

Turning now to the High School where the maturity of the students allows for more advanced materials when teaching the Business Component, I would like to make the following suggestions:

First I think that the third or fourth year of the language is the appropriate level to start learning about letter writing in the foreign language. In the bibliography that I have given you there are many books of letter writing and business practices that can serve as resources for the teacher to develop her or his own materials. The School library should purchase them, and if lack of money does not allow this, the Spanish Club could make a project out of raising money to build the Business Component of the library. The students could also start their own file of Spanish letters by writing to the Information Offices of the different Spanish speaking countries. Together with the bibliography that I gave you I have included the different addresses to the different information offices in the Latin American countries. Please note that they are not addresses to Washington offices which can be obtained in any public library, but that they are addresses to the countries themselves. Students could, maybe for extra credit, write to the chosen country in Spanish asking for information about their industries and businesses. If they write in Spanish they will be answered in Spanish. The students could also write to the different corporations in the United States that do business with the Hispanic countries or with the Hispanic communities in the United States. Some of these corporations, IBM, Del Monte, McDonald, Sears, etc., have some of their informational materials in Spanish and will send them on request. Another project which could be carried out individually or as a class project, is the preparation of a chart that includes the different Spanish American countries with information pertaining to their ethnic groups, population, per capita income, literacy rates, languages spoken other than Spanish (I mean Indian languages), main industries, products and national resources, areas of the world to which these products are exported and those from which the country imports. It might be also appropriate to include in such components as a segment on the political dimensions of the various business and segments on the often wide differences in civil law governing business, both as to content and terminology. There is one more possibility in teaching the Business Component at the High School level at the third and fourth year. It is at this level that students start learning from books other than the introductory grammar books. The teacher could include together with literature books one in Commercial Spanish, the choice could even be left to the preference of the student.

There are books such as Cuaderno de español práctico comercial by Paul Rivers that include, together with a grammar and vocabulary review, very interesting exercises about letter writing and the Spanish business world. It could be used for both semesters of the third or fourth year, together with a collection of short stories and an anthology of literature, thus bringing a very needed component to the students' knowledge of the Spanish language. Another such book is the one edited by Jarvis, Lebredo and Lanells, Business and Finance Workbook that, although geared to the Basic Spanish Grammar by the same authors, could be used at the advanced levels in High School independently of the companion grammar book by the same editors.

And now I will devote a few remarks to the teaching of the Business Component at the College level. My experience in this area is not, as I said at the beginning, with courses devoted to the teaching of Commercial Spanish, but rather with a component that I have added to the sixth semester of the language and which at our University is called Spanish Composition and Conversation II.

At this level the student needs to learn the specialized business vocabulary and the rites and ceremonies of the Spanish speaking business world regardless of

the area in which they have chosen a major. This major is rarely Spanish, but rather, it includes a variety of fields. Yet, no matter in what area the students will be working after finishing College, their expertise in the Spanish language after studying it for six semesters at the College level might at least be put to the test by having to write letters in Spanish or translate them, especially today that the relations between the United States and Latin America are closer than ever and with a Spanish speaking population in the United States approaching twenty millions.

The students understand this point when we discuss it in class and they are very willing to learn the Business Component as an assignment outside of the classroom. We use the book Spanish Letter Writing by Turk and once a week I assign a certain portion of the book to be translated and handed in to me. I correct the letters and if I find any special difficulty in them I meet with the student to explain the aspect that might be causing the problem. I find that one of the most difficult things to get used to is to write in a very flowery language in Spanish but not in English. Articulation between the outside assignment and the work done in the classroom is achieved during the hour exams of which there are at least two during the semester plus the final. Translating letters during these exams amount to 25% or 30% of the final grade. Students take this component very seriously and do appreciate learning about the Business Component.

Conclusion:

In conclusion, the Business Component in language classes can add a very important dimension to the learning of a foreign language. This component can be included at any level, from FLES to College. By using the materials available and developing units to be adopted to the amount of time that one might have at one's disposal, the student can have a very valuable addition to their knowledge of the foreign language. It can also be fun.

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